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leading thinkers in our fields it can mightily promote standardization, and a standardization not imposed but voluntarily accepted. In this type of clearing-house are we not catching a glimpse of the prototype of a general directing force in education which may bring to us the advantages that come from organized effort and yet not cost us the blessings of individual liberty and individual initiative?"—*E. C. Armstrong, as President of the Modern Language Association.*

"ACADEMIC UNREST."—"Passing all other features and looking only to the university, one cannot fail to see this desire. I am not now considering the sincerity or the sanity of the movement. I do not raise the question of honesty or purpose or purity of motives. I only invite attention to the fact that the colleges and universities are in a state of foment and debate in which faculty initiative and control are uppermost in the thought. For the present, at least, this probably reduces the efficiency and the general results of some colleges. Here, as in the industrial world, I am of the opinion that a definition of rights and duties will be necessary before the academic unrest will disappear. There are two distinct tendencies, one to regard a college or university as an institution to be judged by the standards of a manufacturing plant and the other is to regard it as subject to the collective management of those called to serve. This latter is a form of academic socialism as contrasted with the more or less autocratic management of a manufacturing plant. The professor desires to set his own standards of service and to measure the time he shall give as well as to evaluate his own service. This is essentially the contention of the coal miners who insist upon a five-and-a-half-day week. I do not now affirm that either of these positions is wrong. I am only calling attention to the parallel. When a professor or group of professors propose to fix their own salaries and to determine the number of hours they will teach in a day or a week they are doing precisely what any other group of men are doing when they demand the right to determine their own conditions and terms of service. It may be worth while to suggest that the farmers are thinking about the same problem. In fact, this is a world-wide state of mind. It is useless to ignore it. It is folly to despise it. The question of control of the railroads is not essentially different.

The railroads do not belong to the employees, nor do the universities to the professors. In the one case we have private ownership; in the other, public ownership. The citizen does not own the government, but his right of control in a democracy is unquestioned. The measure of his control is determined by law. In the university we are seeing a reflection of the sentiment of the hour; a sentiment made more acute by the economic problems growing out of the war. There is no question that these non-academic movements for more initiative and control have been greatly accelerated by the advance in wages, the temporary assumption of control by the government, and by the changed point of view in all these matters developed by our war experience. The one set of problems will be political; the other will be academic. We shall need to go into a pretty full discussion of the duty and responsibility of the faculty to the public before any final solution of the problem will be reached. State universities in particular will be held responsible to the public for what they are and for what they do. The precise status of a faculty as distinct from an executive or administrative party such as deans, presidents and trustees will be up for discussion in the near future. The foreshadowings of such discussions are already visible."—*President W. O. Thompson (Ohio), Proceedings of National Association of State Universities.*

"THE COLLEGE AND NEW AMERICA," *Jay William Hudson*.—This interesting volume is dedicated "to the American Association of University Professors, or to any other group of men that will get these things done." The things in question involve a more or less revolutionary change in the attitude of the academic mind toward its social responsibilities. Many of the issues raised or suggested by the author would provide interesting topics for discussion in meetings of local branches.

"Association meetings of college professors are plentiful; but they are, almost wholly, meetings of specialists in some one subject, such as history or mathematics, who get together for their special academic interests. From such meetings we cannot expect solutions of the educational question; first, because specialists as such are not chiefly or at all interested in educational questions; and, second, because if they were, they simply could not, as specialists in one field, solve them adequately.